

Multilingual Historical Approaches and Suggestions in Teaching English as a Second Language

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Introduction

Language teachers should seriously consider how to teach and learn several approaches to language acquisition, such as grammar-translation, direct, audio-lingual and cognitive-code methods. These methods differ in emphasis on analogy, analysis of grammar, association of words with natural situations, mastery of the surface structure and the concept of code development. Our profession is moving toward a multilingual approach as the best way of teaching because of the variety of human learning activities. We are also considering whether to emphasize form or grammar, as well as conscious or unconscious learning.

The object of this report is to discuss historical representative methodologies. This writer strongly believes that the multilingual approach is the most applicable one to be used by language teachers in the classroom. The teacher should design various techniques of the applicable methods to use in the classroom for student learning situations. In reviewing previous methods of language teaching, the linguist, as well as the psycholinguist and sociolinguist, have remarked that foreign-language classrooms could be an excellent laboratory in which to test new theories of language acquisition.

Grammar-Translation

First of all, the grammar-translation method can be called a rule-implemented approach since it proceeds from the consideration of universally-defined grammatical rules to their application in specific languages. The written realization of the underlying set of rules is emphasized rather than the phonological realization. A list of vocabulary and grammatical rules is memorized. The teaching begins with grammar, new vocabulary items, conjugations and translations. Historically, this approach began with the formal teaching of Latin and Greek as an intellectual discipline rather than as a means to develop communication skills. This method stresses "(1) inculcating and understanding of the grammar of the language, (2) training the student to write the language accurately by regular practice in translating from his

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